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ABSTRACT

Project BECA, in its first year of funding, provided instruction in English as a second language and native language development, and bilingual instruction in mathematics, science, history, economics, industrial arts, recording keeping, typing, and bookkeeping to approximately 290 Spanish-speaking students in grades 9 through 12 at a high school in Bronx, New York. Supportive services to program students included a counseling/career awareness workshop series and individual counseling session as needed. Quantitative analysis of student achievement data indicated that: (1) overall, students met program objectives for English language achievement; (2) students demonstrated statistically significant gains in native language skills; (3) students' overall passing rates in business and industrial arts courses were over 75% in both semesters; (4) attendance rates of program students were significantly higher than the schoolwide rate; and (5) there was no correlation between attendance rate and improvement in English proficiency. Recommendations to improve the overall effectiveness of the program include programming students to avoid schedule conflicts, making staff members aware of program objectives and collectively determining the activities that each will undertake to achieve the objectives, and developing a systematic data collection plan for the program. (CG)

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ADLAI E. STEVENSON HIGH SCHOOL

PROJECT BECA

1983-1984

OEA Evaluation Report

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith Stern Torres, Senior Manager

Grant Number: G00-830-2767

ADLAI E. STEVENSON HIGH SCHOOL

PROJECT BECA

1983-1984

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Myrna F. Wohlberg

Project Director:
Mercedes Vinas

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A SUMMARY OF THE REPORT

This program, in its first year of a three-year funding cycle, provided instruction in English as a second language (E.S.L.) and native language development, in addition to bilingual instruction in mathematics, science, history, economics, industrial arts, record-keeping, typing, and bookkeeping to approximately 290 Spanish-speaking students of limited English proficiency (LEP) in grades nine through twelve. Forty-six percent of the program students were born in Puerto Rico. Of the remaining students, 23 percent were from the Dominican Republic, 13 percent were from Ecuador, and three percent were United States-born.

Project BECA's main objective was to enable Adlai E. Stevenson High School to serve the needs of LEP students in a manner parallel to that of mainstream students and with comparable results. The targeted needs were in the areas of English and Spanish language development, academic performance in the content areas, and school attendance. Rather than following a particular time frame, the program mainstreamed students on the basis of test scores and teacher recommendations with the approval of the guidance counselor.

Title VII funds supported administrative and support services staff positions. All other program staff positions were funded by a combination of Chapter 53, Module 5B, Chapter I, P.S.E.N., and tax-levy monies. Supportive services to program students included a counseling/career awareness workshop series and individual counseling sessions as needed. Development activities for staff members consisted of attendance at orientation sessions, professional workshops, university courses, and monthly department meetings. Curriculum materials were developed for bilingual sections of clothing, auto maintenance, business bookkeeping, and recordkeeping classes.

Program objectives were assessed in English language development (Criterion Referenced Enlish Syntax Test [CREST]); mastery of the native language (Interamerican Series, La Prueba de Lectura); mathematics, science, social studies, industrial arts, and business (teacher-made tests); and attendance (school and program records(. Quantitative analysis of student achievement data indicates that:

--Overall, students tested with the CREST met the program objective for English language achievement.

--Program students demonstrated statistically significant gains on La Prueba de Lectura.

--Students' overall passing rates in business and industrial arts courses were highly, exceeding 75 percent in both semesters.

--The attendance rate of program students was significantly higher statistically than the schoolwide rate.

--There was no significant correlation between the attendance rate of program students and their improvement in English proficiency.

The following recommendations are aimed at improving the overall effectiveness of the program:

--Institute a system of consultation among the school assistant principals for student programming to avoid scheduling conflicts.

--Conduct a problem-solving session to determine ways to properly serve the needs of program students while also meeting the state's curriculum sequence mandates.

--Provide comparison data on the achievement of mainstream business education and industrial arts classes, as proposed, and revise the program objective in the area of native language arts.

--At the beginning of the fall semester, make all staff members aware of the specific program objectives for the year and collectively determine the activities that each will undertake to achieve these objectives.

--Develop a data file where all information relative to program objectives is systmatically stored, and review the file for completeness at least quarterly using a data check-off list. A data collection schedule could be circulated among all staff.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Ida Heyman has interpreted findings and integrated material into reports. Barbara Shore has written report summaries and Barbara Sjostrom assisted in editing. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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BILINGUAL EDUCATION AND CAREER AWARENESS PROGRAM (BECA)

ADLAI E. STEVENSON HIGH SCHOOL

Location:	1985 Lafayette Avenue Bronx, New York 10473
Year of Operation:	1983-1984, first year of funding
Target Language:	Spanish
Number of Students:	283 Fall/300 Spring
Principal:	Myrna F. Wohlberg
Project Director:	Mercedes Vinas

I. OVERVIEW

Adlai E. Stevenson High School is located in a relatively new, pleasant building in the Soundview area of the Bronx. The residents around the school are predominantly black and Hispanic. The student population comes from five junior high and intermediate schools. This year, the school had a total student population of 4,672, of whom 55 percent were Hispanic and 42 percent black.

Since the school initiated a bilingual instructional program in 1977, students with limited English proficiency (LEP) have been better integrated into school life. The number of bilingual teachers and the quality of their preparation has been increasing over the years. From 1980 to 1983, the BATEY program served the bilingual LEP students through a Title VII grant.

In 1983-84, Title VII supported the positions of the BECA project director, one secretary, one guidance counselor, and a resource teacher. All other staff serving program students were paid by tax-levy and Chapter I/P.S.E.N. funds.

II. STUDENT CHARACTERISTICS

In its first year of operation, BECA served 283 students in the fall and 300 in the spring. Almost half of the students were born in Puerto Rico. The second largest group was from the Dominican Republic. The remaining students were mostly from South and Central America, and 10 were born in the United States. (See Table 1 for a presentation of the program students by country of birth.) Overall, the numbers of male and female students were roughly equivalent, as were the numbers of students in the tenth and eleventh grades (see Table 2). Approximately 50 percent of the students were overage for their grade placement (see Table 3), and by June 1984, the majority of students had received a full year of bilingual instruction (see Table 4) in the program.

TABLE 1

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	137	46
Dominican Republic	70	23
Haiti	2	less than 1
Cuba	5	2
Mexico	4	1
Honduras	5	2
Guatemala	1	less than 1
El Salvador	8	3
Nicaragua	6	2
Colombia	5	2
Ecuador	38	13
Peru	6	2
United States	10	3
TOTAL	297	100

- Forty-six percent of the students were born in Puerto Rico; the second largest group came from the Dominican Republic.
- Ten program students were born in the United States.

TABLE 2

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	58	59	41	41	99	33
10	38	46	44	54	82	27
11	39	48	43	52	82	27
12	18	49	19	51	37	13
Total	153	51[a]	147	49[a]	300	100

[a]Percent of program students.

- Overall, the percentages of male and female students are roughly equivalent.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	[illegible]	0	0	0	18
15	[illegible]	[illegible]	0	0	39
16	24	[illegible]	16	2	72
17	24	21	23	6	74
18	6	11	21	12	50
19	2	4	13	9	28
20	2	1	7	5	15
21	0	0	0	3	3
TOTAL	99	83	80	37	299
Overage Students					
Number	58	37	41	17	153
Percent	59	45	51	46	51

Note. Shaded boxes indicate expected age range for grade.

- The majority (51 percent) of program students are overage for their grade placement.
- The highest percentage of overage students is in grade nine.

TABLE 4

Time Spent in the Bilingual Program[a]

(As of June 1983)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	22	13	14	3	52
1 Academic Year	77	69	67	34	247
TOTAL	99	82	81	37	299

[a]Rounded to the nearest year.

- Two hundred forty-seven students (83 percent) have been in the program one year.
- Fifty-two students entered the program at various times during the school year.

III. PROGRAM OBJECTIVES AND FINDINGS

The evaluation findings for the 1983-84 academic year include the results of student performance on standardized tests, an examination of program materials and records, site visits, and interviews with school personnel. The findings are presented by objectives, as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

ENGLISH AS A SECOND LANGUAGE

--As a result of English as a second language instruction, students in E.S.L. classes will master an average of five CREST objectives per semester.

Students are admitted into the program based on their scores on the Language Assessment Battery (LAB). Those obtaining scores below the twenty-first percentile in English are eligible. The program counselor arranges student programs during individual guidance sessions, and placement in classes is based on informal testing in addition to the LAB scores. Classroom teachers provide feedback on the appropriateness of placement so that necessary modifications are made as soon as possible.

Beginning students are assigned three daily periods of English as a second language (E.S.L.) instruction -- two of basic E.S.L. and one of E.S.L. reading. Once they reach the intermediate level, they receive two periods of E.S.L. instruction a day -- one basic and one E.S.L. reading.

Attention to English development is also provided in areas other than E.S.L. Content-area classes taught in Spanish provide basic English vocabulary for the subject area. For example, an observed

Spanish hygiene class dealing with family planning included a translation into English of the basic terminology used during class discussion. The record-keeping class uses a manual developed by the school's bilingual program which employs E.S.L. methodology. A bilingual curriculum for industrial arts with student workbooks is also in the planning stage under the coordination of the project resource teacher.

The E.S.L. program entails three levels of language instruction -- beginning, intermediate, and advanced -- as well as a parallel sequence of courses in E.S.L. reading. The E.S.L. component offered 13 sections of courses during the fall semester and 17 during the spring, with registers ranging from 11 to 32 students per class. These classes are exclusively for program students, and the major curriculum in use is the LADO Series. Table 5 presents the E.S.L. offerings.

TABLE 5

Instruction in E.S.L.

Course Title and Level	Number of Classes		Average Register		Class Periods Per Week	
	Fall	Spring	Fall	Spring	Fall	Spring
Basic E.S.L.						
A Beginner	1	1	21	23	10	10
B Beginner	2	2	23	21	10	10
C Intermediate	2	2	24	20	10	10
D Intermediate	1	2	28	22	5	5
E Advanced	1	2	18	11	5	5
F Advanced	1	1	21	17	5	5
Reading E.S.L.						
1 Beginner	3	-	31	-	5	-
2 Beginner	-	3	-	31	-	5
3 Intermediate	2	-	32	-	5	-
4 Intermediate	-	2	-	29	-	5
6 Advanced	-	2	-	26	-	5

Student Achievement in E.S.L.

The assessment instrument used for measuring achievement in this area was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15. Extensive information on CREST objectives and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

Mean differences between pretest and posttest are computed to represent the gain score, and an index which represents the number of objectives mastered per month is computed by dividing the gain score by the actual months of instruction. The CREST was administered at the beginning and end of both the fall and spring semesters. Table 6 presents the test results for students who were pretested and posttested with the same test level during each semester.

Complete data were available for 154 students in the fall semester (approximately 75 percent of students reported to be taking E.S.L. classes) and for 130 students in the spring semester. Examination

*Board of Education of the City of New York, Division of High Schools, 1978.

of Table 6 reveals that students met the program objective in both fall (1.5) and spring (1.4).

Students tested at Level III had lower performance rates than those tested at lower levels, partly because mastery of objectives takes longer at that level. The achievement of Level III students suggests that progress on this instrument is not linear across all levels.

TABLE 6

Results of the Criterion Referenced English Syntax Test

(Program Students Pretested and Posttested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	67	8.1	12.7	4.6	2.9	1.6
II	60	12.3	16.9	4.6	2.8	1.6
III	27	8.2	10.9	2.7	2.8	1.0
TOTAL	154	9.8	14.0	4.2	2.8	1.5
			Spring			
I	42	8.5	14.4	5.9	3.0	2.0
II	62	12.1	15.9	3.8	2.9	1.3
III	26	10.6	12.5	1.9	3.0	0.6
TOTAL	130	10.6	14.7	4.1	3.0	1.4

*Posttest minus pretest.

•Overall, students achieved at least one objective per month of instruction, thus meeting the program objective in both semesters.

NATIVE LANGUAGE ARTS

--As a result of program participation, students will show a gain in Spanish language achievement that does not differ significantly from the gain of similar non-program students.

All program students are offered one Spanish class period daily according to their linguistic/academic level. The native language arts component consists of six levels of Spanish language instruction as well as one class each of Caribbean and South American studies, Puerto Rican and Spanish literature, Puerto Rican history/culture, and a creative writing course. During the present academic year, 13 Spanish language courses were offered in the fall and 12 in the spring with an average register of 32 students during both semesters. The large enrollment in these courses is probably due to the fact that mainstream students also take these as foreign language electives. Table 7 presents the native language arts courses offered to program students in both fall and spring.

Students also have the opportunity to use their native language ability through Creacion Juvenil, a magazine published yearly by the Spanish creative writing class in conjunction with the graphic arts class.

TABLE 7

Instruction in Spanish Language Arts

Course Title and Level	Number of Classes		Average Register	
	Fall	Spring	Fall	Spring
Spanish 1	1	-	35	-
Spanish 2	1	-	34	-
Spanish 3	3	3	32	33
Spanish 4	2	3	25	30
Spanish 5	5	2	32	23
Spanish 6	1	4	33	35
Caribbean Studies	1	-	25	-
South American Studies	-	1	-	24
Puerto Rican Literature	-	1	-	36
Spanish Literature	1	-	21	-
Puerto Rican Hist./Culture	1	-	32	-
Creative Writing	1	1	28	28

Note: All classes meet five periods a week. None of the classes are exclusively for program students.

Student Achievement in Native Language Arts

As stated, the objective required a comparison of program students' performance in native language arts with that of non-program students. Because data were not available for such a comparison, the objective was assessed using a correlated *t* test on the Prueba de Lectura, Level III, to determine whether there were significant gains in students' Spanish reading ability.

The Prueba de Lectura, is part of the Interamerican Series of Tests published by Guidance Testing Associates. The purpose of the series is to measure achievement in Spanish for Spanish-speaking students from the Western Hemisphere. Test items were selected for cultural relevance to Hispanic culture.

The publishers recommend that local norms be developed for tests,* however, as local norms were not available, comparisons were performed on raw scores.

The Prueba de Lectura was administered in the fall and again in the spring. The pretest and posttest raw score means and standard deviations are presented in Table 8. Data for both tests were available for 98 program students. Statistical significance was determined through the application of the correlated *t* test model to demonstrate whether the difference between pretest and posttest mean scores is larger than

*Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

would be expected by chance variation alone. Overall, there was a statistically significant average raw score gain of 9.0 from pretest to posttest scores ($p<.05$), thus meeting the program objective.

TABLE 8

Native Language Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores of Program Students with Full Instructional Treatment on the Prueba de Lectura, Level III, by Grade

		Pretest		Posttest		Difference	
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
9	36	36.4	15.2	50.2	45.5	13.9	46.3
10	42	42.3	13.5	48.6	15.0	6.4**	12.8
11	19	54.0	21.0	60.0	15.4	6.0	15.0
12	97	42.7	17.0	51.7	30.1	9.0**	30.0

**Significant at .01

- Overall, students made statistically significant gains, thus meeting the program objective.

CONTENT-AREA INSTRUCTION

Although the program did not propose an objective for student achievement in content-area courses, it offered instruction in the native language in mathematics, science, history, and economics (see Table 9). The mathematics courses included basic skills, general mathematics (beginning, intermediate, and advanced), and algebra. Courses were offered during both semesters at the three levels of the general course, and on alternate semesters in the basic skills and algebra courses. In all, 13 selections of mathematics were offered for project BECA students during the academic year. The average register was 28 during the fall and 26 during the spring.

This year's science offerings included five sections of physical science, four of biology, and two of hygiene with an average class size of 27. The largest number of bilingual students took the biology courses during 1983-84.

There were couress offered both semesters in global history I and American history I; other levels of these were offered on alternate semesters as were economics and civics. The average register for these courses was 30 during both semesters. All content-area courses parallel the mainstream curriculum so that students learn required content while improving their English and Spanish language skills. All staff members are licensed in their teaching area. Table 10 presents the achievement of program students in these courses both semesters.

The program did not specify a timeline for mainstreaming students into regular classes. However, mainstreaming takes place on the basis of test scores and teacher recommendations with the approval of the counselor. The director estimates that approximately 40 students will be mainstreamed during the second year of the program.

TABLE 9

Bilingual Instruction in Content Areas

Course Title	Number of Classes		Average Register	
	Fall	Spring	Fall	Spring
Mathematics Skills	1	-	31	-
Mathematics 1	3	1	29	39
Mathematics 2	2	2	30	28
Mathematics 3	1	2	23	20
Algebra	-	1	-	18
Intro. to Phy. Science 1	3	2	23	29
Biology	2	2	32	30
Hygiene	1	1	25	23
Global History 1	2	2	25	23
Global History 2	-	2	-	35
Global History 3	3	-	30	-
American History 1	1	2	36	29
American History 2	-	2	-	31
General Economics	1	-	28	-
Civics	-	1	-	36

Note. All classes meet five periods a week and are exclusively for program students.

TABLE 10

Achievement of Program Students in Content-Area Courses

Grade	Fall Number	Fall Percent Passing	Spring Number	Spring Percent Passing
		Mathematics		
9	73	48	61	53
10	59	58	67	51
11	53	57	33	67
12	13	62	6	83
Total	198	54	167	56
		Science		
9	32	66	26	62
10	52	75	46	74
11	45	82	41	66
12	14	93	16	100
Total	146	75	129	72
		Social Studies		
9	47	62	66	41
10	56	63	60	47
11	65	71	62	57
12	24	100	30	97
Total	192	70	218	55

- In general, passing rates increased by grade.
- Student achievement was highest in science and lowest in mathematics.
- Students' passing rates in social studies decreased considerably from fall to spring in all but twelfth grade.

INDUSTRIAL ARTS AND BUSINESS COURSES

--As a result of program participation, the percentage of students passing bilingual industrial arts and bilingual business education classes will equal statistically the percentage of students passing the regular business education classes.

The industrial arts program at Adlai Stevenson is taught by monolingual English-speaking teachers. Bilingual paraprofessionals are assigned to translate in classes in which LEP students are enrolled. One paraprofessional interviewed stated that she translates the teacher's presentation in the auto mechanics class, corrects students' work in the graphic arts class, and translates vocabulary items in business classes to ease the transition into all-English business classwork.

The program is attempting to provide LEP students equal access to industrial arts and business courses. It offers bilingual sections of recordkeeping, typing, and bookkeeping exclusively for project students.

Student Achievement in Industrial Arts and Business Courses

As proposed, the program objective requires a comparison of passing rates of program students enrolled in bilingual industrial arts and business education with those enrolled in similar mainstream classes.

Because the number of mainstream students involved was not provided, a statistical assessment of this objective could not be performed. However, Table 11 presents the grade average achieved by

program and mainstream students on selected business courses. Overall, passing rates were higher for program students in recordkeeping and typing, and were lower in bookkeeping. In addition, Table 12 illustrates the high passing rates of program students in industrial arts and business-related courses by grade and semester.

TABLE 11

Comparative Performance of Program and

Mainstream Students in Business Courses

	Final Grade Average			
	Regular School Program			Bilingual
Subject[a]	Section 1	Section 2	Section 3	Section
Recordkeeping	66	-	-	88
Typing 1	88	55	78	100
Bookkeeping	84	82	-	65

[a]All classes include students in grades nine through twelve (mixed). Each course was taught by a different teacher.

TABLE 12

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Business and Industrial Arts

Content-Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Fall										
Business*	21	85	13	69	44	82	20	95	98	83
Industrial Arts**	0	0	1	100	1	100	0	0	2	100
Spring										
Business	19	68	13	85	29	76	24	96	85	81
Industrial Arts	6	83	0	0	4	50	3	100	13	77

*Includes stenography, record keeping, accounting, and other vocational electives.

**Includes auto mechanics.

- Passing rates ranged from 50 to 100 percent.
- Twelfth-grade students achieved the highest passing rates in these courses.

STUDENT ATTENDANCE AND SUSPENSION

--As a result of program participation, the attendance rate of students in the program will not differ significantly from that of the school as a whole.

--There will be a significant relationship between attendance and improvement in English proficiency.

--As a result of program participation, the percentage of program students who are suspended will be significantly lower than the percentage of non-program students who are suspended.

In interviews, the BECA staff stated that they felt the special attention students receive from the program may be a factor in motivating school attendance. For those students who are frequently absent there is a follow-up strategy, and the guidance counselor pursues systematic communication with the students and their families until the students' attendance improves.

The assistant principal in charge of the bilingual program observed that students who take courses throughout their entire high school education in the bilingual program, and have good attendance, do not differ significantly from mainstream students in academic performance. As such, the bilingual program is perceived as diminishing the potential disadvantage of LEP students and increasing the school's holding power.

Attendance Outcomes

Yearly attendance rates for program students are presented in Table 13 by grade. The program attendance rate (82 percent) was six percentage points higher than the school-wide attendance rate (76 percent). A z-test* ($z = 2.3$) for the significance of a proportion indicated that the difference in attendance rates is statistically significant, and thus the program objective was surpassed.

TABLE 13

Attendance Percentages of Program Students

Grade	Number of Students	Mean Percentage	Standard Deviation
9	80	76	27
10	69	87	15
11	74	80	25
12	34	91	5
TOTAL	257	82	22

*Bruning, James L. and Kintz, B.L. Computational Handbook of Statistics, 1968, p. 197.

Another project objective in this area stated that there would be a significant relationship between attendance and improvement in English proficiency. In order to assess this objective, a correlation between attendance rates and gains achieved on the CREST was performed. Correlations were found to be low and not statistically significant. Attendance rates and English proficiency are not significantly correlated, therefore the project objective was not met.

However, an analysis of the distributions of these two variables partly explains why the correlations were so low. The information presented on Table 14 shows that CREST gains are almost normally distributed as indicated by the low skewness and kurtosis, which are the values used to judged the extent to which distribution is normal. However, attendance rates have little variation; they are clustered above the 90's, creating a highly peaked (kurtosis greater than eight), highly skewed distribution. Since attendance is practically a constant, it can not have a significant relationship to any variable.

The program also proposed that the percentage of program students suspended would be significantly lower than that of non-program students. Since data to measure this objective were not provided, achievement of this objective could not be evaluated.

TABLE 14

Characteristics of the Distribution of Attendance and CREST GAINS

Attendance Statistics

	Mean	Standard Deviation	Skewness	Kurtosis
Fall Attendance	92.7	8.0	-2.5	8.1
Spring Attendance	91.2	11.0	-3.4	14.6

CREST Statistics

	Mean Gain	Standard Deviation	Skewness	Kurtosis
Fall Gains	4.6	3.5	0.6	-0.1
Spring Gains	4.1	2.9	0.7	0.1

GROUP COUNSELING AND CAREER AWARENESS

--Fifty percent of program students will participate in group counseling sessions.

The BECA counselor organized an eight-week (once a week) counseling/career awareness workshop series which was included in students' program schedules. Topics covered areas of family relationships and personal time management as well as career goals. In discussing careers, students used the Metropolitan Guidance Information System distributed by Pupil Personnel Services at the Central Board of Education.

In addition, the counselor sees students individually as needed. Further, the resource teacher is planning a set of lessons dealing with careers especially suited to bilingual persons for use in subject-area courses.

These activities indicate progress in meeting the objectives of group counseling and career awareness. It is difficult to determine the percentage of students participating in these activities from the data provided. However, program personnel affirm that all of the bilingual students participated this year.

UPGRADING STAFF SKILLS

--Program staff will attend in-service training workshops.

--Program staff will take 20 university credits in bilingual education and in related courses which will enhance their ability to carry out the program objectives.

In-school staff activities to fulfill the program objective included attendance at ten monthly departmental meetings where staff kept up with program developments and discussed topical issues; two workshops for paraprofessionals on their role within the program; and two for administrative staff on team building. The director had two sessions on program orientation and attainment of program goals.

Outside the school, the counselor attended a workshop at the central offices of the Board of Education on the use of the Metro Guide. The director attended workshops at Hunter College and the Central Board on bilingual services as well as conferences on bilingual education, management, and foreign languages. Thus, the program's in-service training objective was achieved.

Staff members enrolled in university courses during the year. Those courses included the following:

CUNY (City College)	Biology (Human Ecology) Science Diversity and Evolution Endangered Species Multicultural Education
Lehman College	Fundamentals of Oral Communication
Fordham University	Urban Education Introductory Psychology

Staff members planned to take courses during the summer in the areas of educational administration, supervision, and counseling.

CURRICULUM DEVELOPMENT

--Curriculum will be developed in E.S.L. which is integrated with industrial arts and business education.

To achieve the objective in this area, the program developed curriculum and instructional materials in 1983-84 for bilingual sections of clothing, auto maintenance, business bookkeeping, and recordkeeping classes. These materials were observed to be in use and appeared to be appropriate for students participating in the observed classes.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The BECA program is in its first year of a three-year funding cycle (1983-86). Its main objective is to enable Adlai E. Ste enson High School to serve the needs of LEP students in a manner parallel to that of mainstream students to achieve comparable results. The areas of need include English and Spanish language skills development, performance in content-area classes, and school attendance.

In pursuing its objectives, BECA ident fied program participants, determined classes needed in language and content areas, provided bi-lingual assistants for classes where needed, developed curricular materials, and offered courses and workshops to upgrade the skills of its teaching staff. Because the school administration operates with BECA as one of its integral programs, special administrative problems were promptly addressed.

BECA is performing the activities necessary to meet its basic objectives. Building on the accomplishments of the previous Title VII program, it began with a well-established instructional component. All teachers serving program students were licensed in the areas they taught. The program covered three sequential one-year levels of E.S.L. and reading. The Spanish language arts program also took students through three one-year levels, and also offered six semesters of enrich-ment classes, which fulfill the foreign language requirement. Eighteen different content-area courses (27 different sessions) were offered each term exclusively for program students. All participating students

took an eight-week seminar with the guidance counselor geared toward career awareness and coping skills.

BECA underwent the predictable first-year adjustment pangs of a new program administration: settling into a regular working routine, revising the scope of objectives in light of reduced funding and, in general, operating as a team, in which all members are well informed of goals and each one's responsibility for achieving them. Beyond that, the program experienced some difficulties in the area of student programming. One aspect of this problem is internal to the school: students need to meet the often conflicting requirements of different departments. For example, both the bilingual and industrial arts program required double-period programming. Students could not fit both into their schedules. (As a result, special one-period classes will be conducted next year for program students.) Another aspect of this problem is external: New York State requires that students take sequential levels of some content-area subjects. The school is unable to meet the sequential state mandate within the limited resources of the bilingual program. Under the present circumstances, the school must choose to comply with either the sequential curriculum mandate or native language teaching. At this moment, the school has determined that, for LEP students, learning in the native language is the greater priority, but it is sacrificing the sequential learning principle followed by state guidelines.

Overall, BECA was successful in achieving its primary objectives. Its students demonstrated gains on measures of English, Spanish reading, and achieved high passing rates in business and vocational courses.

Their attendance was significantly higher than schoolwide attendance, which is an indicator of student satisfaction with the program. Proposed comparisons with the performance of mainstream students in the areas of native language arts, vocational courses, and suspension rates could not be performed, however, since data on mainstream students were not provided.

RECOMMENDATIONS

On the basis site visits, classroom observations, interviews with project personnel, and analysis of student achievement data, the evaluation team recommends that consideration be given to the following:

1. The program should conduct a problem-solving session to determine ways to properly serve the needs of program students while also meeting the state's curricular sequence mandate. Participants in such a session might include, among others: a school administrator, a BECA programmer, a representative from High School Division familiar with programming, and individuals from other high schools where solutions to this problem have been found.

2. The program should attempt to provide comparative data on mainstream passing rates in industrial arts and business education courses, as proposed. Since a comparion group of "similar non-program students" is not available to measure the proposed objective in native language arts, the objective should be revised accordingly.

3. The program might establish a system of consultation among the school's assistant principals to plan student programming and to avoid potential scheduling conflicts.

4. At the beginning of the fall semester, all staff members need to know the specific program objectives for the year and to determine collectively the activities that each will undertake to implement program components and to collect data to document program accomplishments. The program might develop a data file where all information relative to program objectives is systematically stored. Staff might review the data file for completeness at least quarterly, using a data check-off list. A data collection schedule circulated among all staff would help to keep them informed of what information will be necessary by when.